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ABSTRACT

Intended to explore the relationship between career education and community education, this monograph is divided into seven chapters. The first chapter provides an overview of the background of this relationship. Chapter 2 discusses career education and community education as approaches to educational reform. Philosophical and definitional considerations of career education and community education are presented in chapter 3. Chapter 4 reviews the goal expectations, and chapter 5 discusses some reciprocal benefits of each concept. The development of a delivery system between career education and community education is described in the sixth chapter. The final chapter presents a summary and the author's conclusions. (BM)

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CAREER EDUCATION AND COMMUNITY EDUCATION: EXPLORING THE RELATIONSHIPS

by

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PREFACE

The author of this monograph has been engaged in career education activities since the concept was first presented by Dr. Sidney P. Marland, Jr., in 1971. It has been the writer's good fortune to have worked with the concept of career education in a number of capacities: project director, in-service speaker and consultant, third party evaluator, proposal developer and reviewer and as a conference presenter. In addition to these activities, the writer is currently serving as a member of the Pennsylvania Advisory Council on Career Education.

Regarding community education, the author has served as the Director of the Commonwealth Center for Community Education since 1974. The center is an agency of the Pennsylvania Department of Education and is affiliated with the national network of community education centers which are sponsored by the Mott Foundation of Flint, Michigan. In his role at the center, the author has been involved in a statewide mission which is designed to initiate, plan, implement and promote community education throughout the Commonwealth of Pennsylvania.

These experiences with career education and community education have been personally and professionally rewarding for the writer. Further, the insights gained from these experiences have led to the writing of this monograph. That is, it is through the author's involvement in career education that he has had the opportunity of working with teachers in attempting to infuse career education activities into the curriculum of the school and at all levels: elementary, middle, junior and senior high school. The author even attempted infusion into the curriculum of an undergraduate program in teacher education. In all of

these experiences, it was the writer's good fortune to observe the enthusiasm of teachers, students, parents and community groups for the career education concept. The teachers, especially, praised its vitality as a teaching approach while the students appreciated its relevancy to their classroom instruction, their educational and vocational goals and other real-life needs.

The author's involvement in community education made him sensitive to the humanity of the community and to the potential the community has for facilitating individual, group and overall community development. He was able to develop an appreciation for the community as a dynamic social force whose resources could be used to foster the educational, vocational, recreational, psycho-social and cultural-aesthetic needs of all community residents regardless of age. For the writer, experiences with community education reinforced the idea that people, as a unified community group, are capable of dealing with problems and concerns that affect not only their own well being but that of the community as well.

It was this interest in, and experience with, career education and community education that led the author to believe that a monograph exploring the relationship between the two concepts might be well worth the time. Thus, while in attendance at a meeting of the National Advisory Council on Career Education, the author expressed the need for such a monograph to Dr. Sidney C. High, Jr., Dr. Kenneth B. Hoyt and Dr. Sidney P. Marland, Jr. Each of them responded favorably to the idea and, indeed, encouraged the author to pursue the matter further through the presentation of a formal prospectus to the National Advisory Council on Career Education. Shortly thereafter, a prospectus was submitted, and the Council endorsed the writing of this monograph.

It is the author's hope that this manuscript will contribute to a better understanding of the relationship between career education and community education. It is his further hope that the readers will explore, for themselves, the human linkage possibilities of both of these concepts, as well as the benefits that might accrue for individuals and community residents through such a human and meaningful partnership.

Having indicated the kinds of experiences that led to the writing of this monograph, the author would now like to extend his personal thanks to Dr. Sidney C. High, Jr., who not only monitored the project, but also supplied the writer with a number of appropriate documents; and to Dr. Kenneth B. Hoyt, whose constructive comments helped to sharpen and extend some of the statements in the monograph. Lastly, my thanks go out to two people who worked almost as hard as the writer in trying to meet the publications deadline: his wife Linda, who typed the monograph's earlier drafts, and his secretary Ellie Gardner, who typed the final manuscript. Both of them have this author's sincere gratitude.

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TABLE OF CONTENTS

	Page
PREFACE	ii
I. INTRODUCTION	1
II. Career Education and Community Education: Approaches to Educational Reform	3
III. Career Education and Community Education: Philosophical and Definitional Considerations	16
IV. Career Education and Community Education: A Review of Goal Expectations	28
V. Career Education and Community Education: Some Reciprocal Benefits	34
VI. Developing a Delivery System Between Career Education and Community Education	45
VII. Summary and Concluding Thoughts	54
REFERENCES	60

I. INTRODUCTION

BACKGROUND

With both career education and community education emerging as national movements, it is important that the relationships between the two be explored and more clearly understood. Both concepts stress community involvement. Career education emphasizes the importance of involving the business/labor/industry/government/professional community and the home/family structure, while community education stresses the vital relationship that exists between the school, the home, and the total community. Further, career education calls for community involvement through: (1) work experiences for students, (2) student observations in the community, (3) cooperative job placement programs involving school and community agencies, and (4) through the use of community resources beyond those provided by the school. On the other hand, community education attempts to marshall all of the forces in the community to enhance those human needs which not only contribute to career education, but to overall community betterment and development as well. Community education, then, can and should foster the goals of career education, and the reverse is true as well.

Community education has significant implications for career education, especially when it is considered that community education: (1) calls for the maximum use of community resources to provide a comprehensive educational program for the entire community, (2) assesses existing and future community needs and then marshalls the community resources to meet these particular needs, (3) promotes citizen involvement in the community decision-making process, (4) works toward developing occupational opportunities to support the community's employment needs, (5) identifies

appropriate human services and agencies to meet the educational, vocational and cultural-aesthetic needs of the community, and (6) promotes the utilization of linkage networks, advisory councils and community groups to plan, initiate and implement activities which will enhance the total community (DeLargy, 1974). In essence, then, community education is a concept that fosters self-improvement, group improvement and overall community improvement. A concept of this magnitude cannot be overlooked in the development of career education initiatives. To do so would ignore the tremendous facilitative help that community education can render to career education -- and vice versa. Federal legislation recognizes these potential relationships, as can be seen when one examines Sections 405 (Community Schools) and 406 (Career Education) of Public Law 93-380. The U.S.O.E. Office of Career Education has already issued two monographs delineating relationships between vocational education and career education. It is important now that a monograph be developed concerning the relationships that exist between career education and community education, and it is toward that end that this monograph gives its attention.

II. CAREER EDUCATION AND COMMUNITY EDUCATION: APPROACHES TO EDUCATIONAL REFORM

A. American Education and Society. The history of American education has been steeped with calls for educational reform. Advocates for reform have been traditionalists, progressivists, essentialists, perennialists and humanists. While this monograph is not intended to be a treatise on the history of American education, its author recognizes that any moves toward educational reform can only be understood and appreciated in terms of past and present educational philosophies and practices.

The present initiatives in career education and community education are not entirely new. Each concept has its moorings in the historical strands of the past, and each concept proposes the accomplishment of goals that, at least in part, were advocated by other proponents of educational change.

Today, as in the past, Americans are concerned about the role and functions of their schools. They are not only openly questioning the content being taught in schools, but also are asking questions about how the schools and other public agencies and institutions are using their resources and facilities to meet the lifespan needs of all learners - children, youths, adults and the elderly.

Two reform concepts, among others, are emerging on the national scene: career education and community education. Career education arises out of the challenge that work in a society is a venerable activity, and that it suffers, or lags behind, when it is separated from the learning processes that affect overall human development. Community education, on the other hand, is the challenge of a society

which for too long has denied its citizens the use of human, physical and financial resources needed to enhance their lifetime needs, namely, educational, vocational, recreational, personal-social and cultural-aesthetic.

Work is an appropriate matter for proponents of career education and community education to be concerned about. Indeed there is relatively little in life that gives an individual more personal satisfaction than work he or she does well and with self-confidence. Meaningful work, mental health specialists observe, is one of the keys to having a psychologically-balanced life. Career education, in its recognition of the importance of meaningful work, is attempting to foster that balance.

In the book, Motivation and Personality, Maslow and Murray (1954) described two categories of human needs: physiological needs (hunger, thirst, sex, shelter); and psychological needs (love, self-esteem, self-actualization). It is a scheme of needs that gives credibility to the adage that "man does not live by bread alone." It implies that while we must meet our physiological needs to live, we must also meet our psychological needs to give meaning and fulfillment to our lives.

As a nationwide effort, career education has embarked on a major mission which is designed to integrate learning and work in a relationship that not only benefits the individual, but also the community in which he or she lives. Since the author views career education as a community-wide effort, attention will be given to exploring the relationship between career education and community education to assess their compatibility and their adaptability to possible linkage strategies. Before this relationship is addressed with any intensity, however, it is necessary to consider career education and community education in the context of past educational reform initiatives. In the next section, the author attempts to do that.

B. Two Educational Reformers of the Past: Brief Sketches

1. Benjamin Franklin. Before the American Revolution, Benjamin Franklin had traveled extensively in Europe. He, as in the case of the colonial leaders of the time, was cultured, well-educated, widely-read and concerned about the need to educate the masses in the fledgling American Colonies.

While Franklin had numerous and varied interests throughout his life, he was concerned about the educational practices of his time and utilized his personal popularity to make his concerns known. He felt that the subject-matter of the Latin Grammar School was unrelated to the needs of the rising number of merchants, landowners and ship-builders who wanted workers skilled in surveying, navigating, accounting, merchandising and the crafts.

Franklin, as an educational reformer, was an educational pragmatist and realist. He recognized the importance of a classical curriculum for some learners, but not all learners. He wanted a curriculum that would meet the practical utilitarian needs of business, industry and commerce in Colonial America, as well as one that prepared students for college and the professions.

The essence of Franklin's thoughts are captured in his publication, "Proposals Relating to the Education of Youth in Pennsylvania." He wrote:

> As to their studies, it would be well if they could be taught everything that is useful, and everything that is ornamental...Youth will come out of this school (the academy) fitted for learning any business, calling or profession (Cloyd, 1902).

Indeed, it was Franklin's educational realism that made him a proponent of the academy - a school that would center its subject-matter

on those aspects of living that were of practical use in the life and work of the people of Colonial America. It might be said that Franklin's ideas were ahead of his time. He certainly saw the relationship between school and work and he called for a curriculum that reflected that relationship. His arguments for educational reform in pre-Revolutionary America resemble those arguments that characterize the career education movement today. It is likely that if Benjamin Franklin were living today the goals and objectives of career education would be similar to his own.

2. John Dewey. In the recent history of educational theory and practice, there is probably no one whose influence on education has been as significant as that of John Dewey. Of the many beliefs he left with us, the idea that learning must be related to the lives and interests of students is paramount. Dewey believed that knowledge, if responsive to the needs of society, could improve the quality of life. Further, in his view, the school was not to be a preparation for life, but life itself. He stressed the interrelationship between school and society, and described the role of the learner as one of an active problem solver rather than a passive "spectator." He was quick to criticize the sterility of the curriculum and the heavy investment of time on the rote memorization of facts which had little meaning for the learner. It was Dewey's contention that: the teaching methods of the time were out-of-touch with the natural growth and development of the learner; and that the curriculum was infested with subject-centered activities which were unrelated to the needs of

the learner and to the society in which he lived. On the latter point Dewey (1916) wrote:

> From the standpoint of the child, the great waste in the school comes from his inability to utilize the experience he gets outside the school in any complete and free way within the school itself; while on the other hand, he is unable to apply in daily life what he is learning at school. That is the isolation of the school...its isolation from life.

As an advocate of meaningful learning for all students, Dewey (1916) lamented the way that students who were enrolled in vocational subjects were treated by the school. He expressed his concerns in these words:

> The reactionary critics are busy urging that vocational subjects be taught to the masses...who are said to be incapable of rising to the plane of the 'intellectual' but who do the useful work which somebody has to do...This view is, of course, an open and avowed attempt to return to that dualistic separation of ideas and action, of the 'intellectual' and the 'practical', of the liberal and servile arts, that marked the feudal age....

In another passage, Dewey indicates his displeasure with the "social usefulness and status" classifications which schools and society attach to occupations. As Dewey (1916) states it:

> There is nothing whatever inherent in the occupations that are socially necessary and useful to divide them into those which are 'learned' professions and those which are menial, servile, and illiberal. As far as such a separation exists, in fact, it is an inheritance from the earlier class structure of human relations. It is a denial of democracy.

It is apparent that Dewey felt that schools and communities, rather than denigrating vocational courses, had to believe in the worth of such courses, and to consider them as important a part of the curriculum as academic offerings. Dewey believed that the

demeaning treatment of vocational courses not only negatively affected the value and posture of such offerings, but also had an adverse effect on the psychological development of the student who took them.

In summary, if John Dewey were living today, he probably would be in sympathy with the ideas of career education and community education. His emphasis of a "social-civic-usefulness" role for schools is compatible with both concepts. The respect he gave to all subjects - vocational and academic - would indicate his predisposition toward career education. Dewey postulated that education, if properly pursued, would produce citizens who would be able to live and work in a rational social system. Perhaps the essence of Dewey's thinking is reflected in this brief quotation:

> What the best and wisest parent wants for his own child, that must the community want for all of its children (Dewey, 1899).

C. Attempts at Educational Reform: Some Earlier Movements

1. "The Seven Cardinal Principles." If one were to look for a benchmark for many of the changes which occurred in the nation's secondary schools since the first quarter of the Twentieth Century it would probably be the 1918 Report of the Commission on the Reorganization of Secondary Education. Commonly known as the "Seven Cardinal Principles," the document has been called the declaration of independence of American secondary education (French, 1967).

The charge to the Commission that produced the document was to identify appropriate objectives for American Education. The question - "What are schools for?" - serves as the focus of the Commission's work. Attention was given to the individual's role in society and the kinds of objectives the school should accomplish to facilitate that role. In

reporting on the work of the Commission, French (1967) identified those factors needing attention in any sound program of secondary education, namely, home membership, vocation and citizenship. Also, as French reported it, schools would need to address the following to insure effective citizenship: education for worthy use of leisure; education for sound health; education in the processes of communication and in the basic tools of English and mathematics; and education for the development of ethical character.

While the recommended objectives were for youths of high school age, the Commission stated that the objectives had application to both levels of the school - elementary and secondary. The seven objectives were: (1) health; (2) command of fundamental processes; (3) worthy home membership; (4) vocation; (5) citizenship; (6) worthy use of leisure; and (7) ethical character.

It is evident that the above objectives, which were stated in 1918, are still valid today. The call for educational change in the early part of the Twentieth Century matches the thinking of today's proponents of both career and community education. The following Commission's statement, which was made in 1918, is still applicable today:

> Within the past few decades changes have taken place in American life profoundly affecting the activities of the individual. As a citizen, he must to a greater extent...cope with problems of community life, State and National Governments, and international relationships. As a worker, he must adjust himself to a more complex economic order. As a relatively independent personality, he has more leisure. The problems arising from these three dominant phases of life are closely interrelated and call for a degree of intelligence and efficiency on the part of every citizen... (Educational Policies Commission, 1918).

2. "The Four Human Objectives." In 1938, a statement of educational objectives was released by the Educational Policies Commission (of the National Education Association) that would establish a framework for student activities at all levels of the school. The Commission emphasized the importance of individual development, positive social interaction, occupational satisfaction and economic efficiency, and civic responsibility. In its preamble on the purposes of education, the Commission stated the overall purpose of American education in these words:

> The general end of education in America at the present time is the fullest possible development of the individual within the framework of our present industrialized society. The attainment of this end is to be observed in individual behavior or conduct.

Within this framework, the objectives below, which have a humanness about them that would appear to satisfy today's phenomenologists, were presented under four separate groups:

1. The objectives of self-realization.
2. The objectives of human relationship.
3. The objectives of economic efficiency.
4. The objectives of civic responsibility.

It is particularly significant in terms of the focus of this monograph that the objectives cited by the Educational Policies Commission in 1938 are in harmony with the educational reforms suggested by proponents of career education and community education. It is likely that supporters of both of these concepts would give philosophical support to recommendations which state that the educated person is one who: knows the satisfaction of good workmanship; understands the

requirements and opportunities of various jobs; appreciates the social value of work; takes responsibility for planning the economics of his own life; accepts his civic duties; and maintains an unswerving loyalty to democratic ideals (Educational Policies Commission, 1938).

3. "The Ten Imperative Needs of Youth." In continuing this brief history of educational reform, a statement that has received national attention since it was presented by the Educational Policies Commission in 1944 is the one entitled: "The Ten Imperative Needs of Youth." Ever since they were first presented, these needs statements have been useful in developing curricular offerings in both the junior and senior high schools of the nation. It was the Commission's thinking that every youth - regardless of sex, race, economic status, and geographic location - should receive a broadened education that would be of value to him or her and to a democratic society. The needs statements applied to work, health, citizenship, family life, consumer economics, science, the arts, leisure time, social relationships, and thought and communication processes. The listing below of "The Ten Imperative Needs of Youth" more adequately reflects their contemporary relationship to career education and community education:

The Ten Imperative Needs of Youth

1. All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health, physical fitness, and mental health.

3. All youth need to understand the rights and duties of the citizens of a democratic society, to

be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the nations and peoples of the world.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

7. All youth need opportunities to develop their capacities to appreciate beauty - in literature, art, music and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to live and work cooperatively with others, and to grow in the moral and spiritual values of life.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

While the above needs are all important, some more readily than others indicate the harmonious relationship that exists between the needs statements and propositions of career education and community education, especially those statements numbered 1, 3, 4, 7, 8, 9, and 10. Indeed, supporters of career education and community education are in agreement with the Commission's statement (1944) that says, "Each of them (American Youth) is a human being, more

precious than material goods or systems of philosophy, and not one of them is to be carelessly wasted; consequently, all of them are to be given equal opportunities to live and learn." If adherents to career and community education believed otherwise, it would be a human contradiction of the highest magnitude.

D. Schooling vs. Education: Some Thoughts to Consider.

In exploring the relationship between career education and community education it is necessary to consider the differences between "schooling" and "education" if some of the notions in this monograph are to be understood. While the school is charged with the function of instruction, it cannot be thought of as the only educative agency in society. Even when we describe the school as a microcosm of society, it is important to remember that the learning needs of our nation are too great in number to be attended to solely by the school. The latter notion is supported both by the concept of community education and by the concept of career education. That is, each subscribes to the belief that the entire community is involved in the educative process, and not just the school.

In a previous section of this monograph, "The Ten Imperative Needs of Youth" were cited. They were included to illustrate the kinds of objectives that the Educational Policies Commission thought were legitimate goals for schools to pursue. While, on the one hand, schools were challenged to meet "the ten imperative needs of youth," communities, on the other hand, were given a rather shallow role to play in meeting these needs. It was another illustration of schools attempting to accomplish a number of broadly described human objectives without

involving the help of other community agencies, resources and services.

Perhaps two erroneous observations have to be dealt with here: (1) the observation that education is solely a school matter; and (2) the observation that education is mainly for the young. With respect to the first observation, there is a difference between the terms "schooling" and "education." Schooling is usually the activity of accumulating credits or grades in high school or college as a result of taking formalized courses in a school or college setting. Education, on the other hand, is a lifetime process that occurs within and outside of the formalized school system. It is a process that embodies all the life-related activities that have an influence on the manner in which individuals learn, work, participate and live in their communities. In this sense, according to Totten and Manley (1970) the community facilitates learning by serving as a "laboratory of human experiences."

Upon considering the second observation, it is essential that career education not be described as solely a K-12 or K-16 effort. In these times when youths, adults, and older Americans are expressing their need for lifetime learning, it would be tragic if their desires were to go unheeded. There is little argument that career education is needed by today's youth. But career education is also needed by today's adults and older Americans. The psychological significance of work, the changes in retirement legislation, the heavy influx of women into the labor force, the constructive use of leisure, and the differing lifestyles are legitimate issues for career education to address. They are issues that characterize, for the most part, the needs of persons who are older and out of school. This is not an expanded view of career

education. It is merely the restatement of a mission that career education has already embraced, but up until now has not been able to adequately implement.

Community education has a stake in this effort, too. Indeed, all citizens have needs to be met no matter what age they may be, or whether they are attending school or not. There is a place in our society for the "Ten Imperative Needs of All Americans - Ages Six to Ninety." In this broadened mission, career education - as one area of need - must be accessible to all citizens, regardless of age; and community education must be ready to promote career education as a legitimate, lifetime effort for all those people in the community who want it.

III. CAREER EDUCATION AND COMMUNITY EDUCATION PHILOSOPHICAL AND DEFINITIONAL CONSIDERATIONS

A. Definitional Misconceptions: A Perrenial Problem.

Prior to career education's arrival on the scene, people were asking - and still do - "What is the difference between community education and adult education?" Like career education, community education and adult education have been caught in the semantics dilemma. Some adult educators claim, for instance, that they have been doing community education all the time. This response is largely the result of their perception of community education as a programmatic activity for adults. Yet, as in the case of career education and vocational education, there are key differences between the two concepts. Olsen and Clark (1977) refer to the misconception that "community education is synonymous with adult education" in these words:

> Sometimes the concept (community education) is perceived as adult education extended beyond high school completion and adult basic education endeavors of a school system. At other times, it has been seen as the act of providing various learning experiences to community members sixteen years of age or older. It is also envisioned by some as adult offerings in a neighborhood school building, rather than an adult education center. Finally, it is occasionally regarded as merely adult education under a new label or identity. Of course adult education is an important aspect of community education; but it is only one aspect.

Adult education, then, rather than being broadly inclusive, is limited in scope with respect to mission and target groups. This is reflected in the Adult Education Act (1978 Amendments) which defines

the term "adult" and "adult education" as follows:

> (a) The term 'adult' means any individual who has attained the age of sixteen.
> (b) The term 'adult education' means services or instruction below the college level, for adults who: (1) do not have a certificate of graduation from a school providing secondary education and who have not achieved an equivalent level of education, and (2) are not currently required to be enrolled in schools.

Briefly, then, adult education is geared toward activities and programs of a non-baccalaureate nature. To a large extent, it is a program rather than a process. Community education, on the other hand, is a lifelong process and includes <u>all</u> age groups. It utilizes adult education programs - usually focused on the development or remediation of basic skills - to meet the needs of out-of-school youths and adults.

In continuing with the semantics dilemma, one of the first persons to describe the differences between career education and vocational education was Dr. Kenneth Hoyt, Associate Commissioner for Career Education, U.S.O.E. Dr. Hoyt (1977) explained the differences as follows:

> 1. Vocational education represents a body of substantive knowledge designed to provide students with specific vocational skills necessary for entry into the occupational society. Career education's main thrust is on providing students with skills and attitudes necessary for changing with change in the occupational society including (a) basic academic skills; (b) decision-making, job-seeking, job-getting, and job-holding skills; and (c) good work habits and a personally meaningful set of work values.
>
> 2. Vocational education represents an instructional program designed to meet the needs of a segment of the student body at the secondary, and post-secondary, sub-baccalaureate level. Career education, on the other hand, represents an effort designed to be threaded through all instructional programs at all levels of education - from the early elementary school years through the college/university and adult education system.

> 3. Vocational education concerns itself almost entirely with the world of paid employment. Career education, however, is concerned about both paid and unpaid work.
>
> 4. Vocational education is something taught by persons called 'vocational educators.' Career education, as a systemwide effort, is something that hopefully will be taught, through a threading/weaving process, by all educators, not by a special kind of teacher called a 'career educator.'
>
> 5. Vocational education concentrates its efforts on specific vocational skills. Career education, on the other hand, seeks to add an emphasis on the importance of general career skills gained through the so-called 'academic disciplines.'

On the same matter, Rupert Evans (1975) summarized the differences between career education and vocational education in this way:

> The most obvious difference between career education and vocational education is in the minimum age of persons served. Career education may begin in early childhood, while vocational education usually begins about age 16. It seldom or never begins below age 14, and the average age of entry to vocational education has been increasing ever since its inception.

There is obvious agreement between Hoyt and Evans. Both see career education as a concept to serve all people, whereas vocational education mainly serves those youngsters in the 14-18 year old age group. Hoyt is especially emphatic in describing the personalized aspects of career education. While he agrees that career education and vocational education both emphasize preparation for, and entry into, the world of work, Dr. Hoyt also stresses that career education, unlike vocational education, places a heavy emphasis on the personalized tasks related to the development of self-awareness, career awareness career exploration and decision-making skills.

In summary, it is not the purpose of this monograph to "rehash" definitions that have been dealt with in other places. However, the author feels that each of the definitions just presented represents the kind of definitional confusion that is likely to occur when comparing career education with community education. It is unlikely, however, that this inclination toward "definitional gymnastics" will end because of anything that is written here. Yet there has to be some effort made to describe the differences between career education and community education if only to limit the possibility of role conflicts, the duplication of services and resources, unnecessary jurisdictional disputes, and overall misunderstandings and confusion.

B. Career Education: A Sampling of Definitions.

Hoyt and his colleagues (1974) remind us that "defining career education is not easy since there are nearly as many definitions as definers of it." With that admonition in mind, a sampling of career education and community education definitions will be given to delineate the similarities and differences that exist between career education and community education.

Perhaps the one person who made career education a byword in American educational circles is former U.S. Commissioner of Education Sidney P. Marland, Jr. While Dr. Marland (1972) reserved the task of defining career education for people at the grass roots level, he ventured his own description of the concept in these words:

> ...what the term 'career education'means to me is basically a point of view, a concept - a concept that says three things: First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school,

> from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start to making a livelihood for himself and his family, even if he leaves before completing high school.

In 1974, Dr. Rupert Evans succinctly defined career education in this way: "Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life."

Grant Venn (1973), a prominent educator, offered this definition:

> Career education is not a program, course, method or specific educational reform that will save education or solve all its problems. It is a concept, an approach to learning that represents expanded options for youth in school and renewal opportunities for those who have stopped school or are employed. It is a way to provide actual experience in real life situations, relating education to our future careers and offering motivation for learning in school while developing skills which are salable.

The definition that served as the basis for earlier U.S.O.E. efforts and Federal legislation was the one presented by Kenneth Hoyt and his colleagues in 1974. They wrote:

> Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

More recently, however, Hoyt (1977) has attempted to refine his (et al) earlier definition of career education by emphasizing the <u>supportive</u> and <u>participatory</u> roles that the concept can play in effecting those changes in American education that reflect the changing patterns of education/work relationships. Rather than establishing an alternative

system of education, Hoyt calls for a refocusing of American education in ways that reflect these changing relationships. In his 1977 monograph, A Primer for Career Education, Hoyt states his more recent definition of career education in these words:

> Career education can be defined as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.

With this brief sampling of definitions, their variations are apparent. Career education is: (a) a part of a curriculum; (b) an activity that extends from first grade to high school and beyond; (c) a strategy for learning salable skills; (d) a total community effort to develop satisfying career opportunities; (e) a concept and approach to learning that represents expanded options for youths; (f) the total effort of the community to become familiar with the values of a work-oriented society and the integration of those values into their own lives; and (g) an effort aimed at refocusing American education and the community toward helping individuals acquire and utilize the knowledge, skills and attitudes necessary to make work a meaningful, productive and satisfying part of one's way of living.

The strand that appears to carry throughout the various definitions is the importance of learning as it relates to work. The humanism of the concept is reflected also. Descriptions such as "to develop a personally satisfying succession of opportunities," or "to integrate the values (of a work-oriented society) into their personal lives" are manifestations of this humanism. Apparently this same person-centered

description has become a part of Section 15 of the Career Education Incentive Act (P.L. 95-207, December 13, 1977), which reads:

> 'Career education,' for the purposes of this Act, ...means the totality of experiences, which are designed to be free of bias and stereotyping (including bias or stereotyping on account of race, sex, age, economic status, or handicap), through which one learns about, and prepares to engage in, work as a part of his or her way of living, and through which he or she relates work values to other life roles and choices (such as family life)....

While recognizing how difficult it is to define the word "work," Hoyt believes that we must emphasize the intrinsic benefits of work as well as the extrinsic since work is the "bedrock" of career education. His definition of work (1977) is stated this way:

> Work is a conscious effort, other than that whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others.

The humanism in Hoyt's definition of work is reflected in some of the key words he uses to describe the term. Thus, as he explains it,

> conscious (applied to work) ... means that it is something the individual has chosen to do...
>
> effort ... implies the expenditure of energy... if the activity is to be called 'work'...
>
> produce ... recognizes that a clear outcome must be sought...
>
> benefit ... reflects the feeling that someone's life has been enriched because of the activity (work)...

Hoyt goes on to summarize his thoughts on the "human side of work" in these words:

> It should be emphasized that this definition has been formulated around what I regard as a basic human need of all human beings - namely,

> the need to do - to accomplish - to achieve. It is the need to know that I *am* someone because I have *done* something. It is the feeling that someone needs me for something - that, because I exist and I have *done*, the world is, in some way and to some extent, better off.

The fact that career education is being accepted more and more as a humanistic concept does not make it any easier to define. Any concept that emphasizes the importance of work and the need for developing human potential - as career education does - is bound to have a limitless number of people who will come forward to claim to have the "best" definition for it. Yet, as frustrating as the "definitions game" might be, it is the only way to examine the merits of a concept in the open forum of life where the people themselves can define, clarify, react to, challenge, agree with and re-define the concept if they want to. While this process may be slow, it is necessary to insure, in this case, the success of the career education movement. This same definitional observation applies to community education, it would seem. Let us continue, then, by sampling some definitions of community education, and following that with some observations about the definitional relationship between career education and community education.

C. *Community Education: A Sampling of Definitions.* If there is one observation that is applicable to both career education and community education it is this: both concepts have been difficult to define. Like career education, community education has had - and still does have - that malady that seems to characterize most reform concepts, namely, the "definitional dilemma." It has not been easy defining community education. There is more consensus in the spirit of what it does, than in the description of what it is. However, there are those who have tried to define

community education so that we as community persons might give a better direction to those activities we engage in to enhance the positive development of our communities. Let us examine some of these definitions.

Two authors, Minzey and LeTarte (1972) give special attention to serving the educational needs of all citizens in their definition. They write:

> Community education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization.

The "all-encompassing" nature of community education is given in a definition by Totten and Manley (1970) who state:

> (Community education) includes the total realm of educational experience available to individuals and groups to enable them to learn how to use their knowledge for the fulfillment of their wants and needs. It encompasses all of the individuals, organizations, agencies, and places in the community from which people learn what is offered by all elements of the entire community. It is a continuous process extending from the time of the first meeting of an individual's parents until his earthly life expires.

The "process" and "mobilizing" aspects of community education are described in a definition by Kerensky (1971). In his words:

> Community education is a process. Since it is a process it lends itself more toward description than definition. A process is a set of actions or changes in form; a forward movement; a course. Consequently, efforts to define Community Education as a product run the risk if delimiting the concept to a static state. One of the crucial elements in Community Education is its openness to dynamics and change.
>
> Community Education at its best educates <u>all</u> and mobilizes <u>all</u> in its educational process. Its

> distinguishing characteristic is that it goes all out - it does everything that can be done - it places at the disposal of each child, each person, the sum total of human knowledge and human services. It leaves no stone unturned in an effort to see that every human being has the optimum climate for growth.

Seay (1974) has synthesized more extensive definitions into a rather brief one which states that "community education is the process that achieves a balance and a use of all institutional forces in the education of the people - all of the people - of the community."

It is evident from this brief sampling of definitions that defining community education is no simple task. Seay (1974) made a valid observation when he said: "Because of its all-inclusive nature and its breach of old habits, the community education concept is difficult to define."

In their book, Life-Centering Education, Olsen and Clark (1977) did a penetrating analysis of community education definitions, and of the elements that these definitions or descriptions have in common. They reported the common elements as follows:

> Most (definitions) reflect that community education is a philosophical concept...most reflect that it is not restricted merely to elementary and secondary school education...Another common denominator...is that community education's purpose is to serve the entire community regardless of the age of the participants...Community member involvement in the educational process is another common concern... Another commonality is that community members should have the opportunity to participate in various types of learning experiences...based upon their identified wants and needs...The importance of inter-institutional and agency coordination and cooperation is yet another common element...A final common denominator...points out that community education is a concept that emphasizes community problem-solving by maximizing the use of all community resources: human, physical and financial.

Upon examining the definitions of career education and community education, the humanism that undergirds both concepts becomes apparent. Career education, like community education, is involved in the promotion of initiatives which could help to enhance, in some ways, the human condition of the community. This is as it should be, since career education is really a community effort. Its objectives cannot be separated from the community because they are community objectives to begin with. Indeed, to achieve career education's goals is a gain for the community; to fail in their achievement is a loss for the community. Thus, there is little doubt that if career education's full potential is to ever be felt, it will only happen if the community truly supports career education's human mission and, likewise, is willing to provide all of the community resources necessary to accomplish that end.

D. The "Umbrella" Phenomenon as a Definitional Obstacle.

One of the obstacles to the delivery of human goals arises from the practice of applying the "umbrella" idea as a way of describing a particular concept's comprehensiveness. The rationale is that the concept is so broad in scope that it "covers" most, if not all, other human concepts. This definitional phenomenon is characteristic of many concepts with the word "education" in them. To mention a few, the "umbrella" notion has been applied to continuing education, confluent education, recurrent education, lifetime education, career education and community education. There appears to be no limit to the size of the umbrella that enthusiastic supporters are willing to use to describe the breadth and depth of "their" concepts.

It would be unfortunate, however, for career education to entertain the "umbrella" idea for even a little while. Career education cannot and

should not be presented as the "catch all" for dealing with all of the community's problems. Rather, career education should utilize the community and its total network of resources to assure the delivery of career education's work-oriented goals. It makes little sense for career education to duplicate those community services that already exist or that could be developed by the total community to promote career education's objectives.

Career education, then, must be viewed as a community-wide effort rather than solely as an effort of the school. However, it must not be defined so broadly and in such sweeping terms that it is regarded as a panacea for solving all of the community's problems or even the school's. Instead, what career education must do is focus on the value of work - both paid and unpaid - as an important part of one's psychological, social, and economic development. Lastly, career education must draw upon <u>all</u> of the available resources in the community to help keep its own focus "in focus."

IV. CAREER EDUCATION AND COMMUNITY EDUCATION: A REVIEW OF GOAL EXPECTATIONS

A. The Need for Clear Educational Objectives.

It is essential that career education and community education be understood in relation to their respective goals and objectives if neither concept is to be considered as a short-sighted pronouncement of the time. Too often, as history has recorded, so-called "educational reform movements" wander aimlessly because they lack two specific "senses," a sense of purpose and a sense of direction. For effective learning to take place, it must occur within a broad framework of clearly defined objectives which can be translated into explicit tasks from which the learner - whether of pre-school or post-retirement age - can derive meaning and purpose.

If we can envision education as the aggregate of all processes through which a person develops abilities, attitudes, interests and other forms of behavior that are not only valuable to the person, but also to the society in which he or she lives, then it follows that the proposed educational objectives should originate from such an aggregate of experiences (Good, 1959). The essence of this statement is reflected in the following quotation:

> The purpose of the school cannot be determined apart from the purposes of the society which maintains the school. The purposes of any society are determined by the life values which the people prize. As a nation we have been striving always for those values which constitute the American way of life. Our people prize individual human personality above everything else. We are convinced that the form of social organization called democracy promotes, better than any other, the development of worth and dignity in men and women. It follows, therefore, that the chief purpose of education in the United States should be to preserve, promote, and refine the way of life in which we as a people believe (Aikin, 1942).

Not all of the objectives recommended by educational reformers are worthy objectives. Some are insignificant, while others are in conflict with more plausible objectives - that is, those based on intense study and research. Thus, in reviewing the aims and purposes of career education and community education, it is important that they be viewed in terms of their societal and human development implications. While it is expected that the objectives of career education and community education will represent a variety of groups and divergent forces, they must not be developed as a result of accident and whim or passing social pressures (Grambs and McClure, 1964). In the final analysis, educational objectives serve as the "bill of particulars" through which career education and community education will be delivered. In their own way, they are the roadmaps that will steer the course of action for each of these humanistic concepts. With these and previous remarks as a guide, let us now examine some of the objectives of both career and community education.

In 1978, Kenneth Hoyt presented a definition of career education which also delineated the concept's main objective. He wrote:

> Career education is a community effort aimed at helping persons - youths and adults - to better prepare themselves for work through acquiring adaptability skills that will enable them to change with change in society in such ways that work - paid and unpaid - will become a more meaningful and more rewarding part of their total lifestyle.

Perhaps the goals and objectives of career education might be better understood if attention is given to the learner outcomes that might ensue when students (of <u>all</u> ages and at <u>all</u> levels of education) participate in career education. According to Kenneth Hoyt (1978), it is to be expected that students who participate in a career education effort would be:

1. Competent in the basic academic skills of reading, oral and written communication, and mathematics;

2. Equipped with good work habits leading to productivity in the work place;

3. Capable of developing a personally meaningful set of work values that lead the person to want to work;

4. Competent in the basic understandings of the American economic system that will enable the person to respect that system and function effectively within it;

5. Equipped with career decision-making skills;

6. Competent in utilizing skills required for self-understanding and understanding of educational/occupational opportunities;

7. Equipped with job-seeking, job-getting, and job-holding skills;

8. Capable of utilizing skills required to combat stereotyping as it impinges on full freedom of educational and occupational choice;

9. Equipped with skills required for the individual to humanize the workplace for himself/herself;

10. Equipped with skills required to find meaningful work in productive use of leisure time.

Having sampled some of the key objectives of career education, it is now appropriate to delineate some of the goals and objectives that have been proposed as outcomes for community education. Minzey and LeTarte (1972) presented the objectives of community education as "attempts" the concept, as a process, might well accomplish. In their view,

1. Community education attempts to develop a number of community programs;

2. Community education attempts to promote interaction between school and community;

3. Community education attempts to survey community resources and to coordinate their interaction.

4. Community education attempts to bring about a better relationship between social and governmental agencies;

5. Community education attempts to identify community problems and ferret out the needs of the community;

6. Community education attempts to develop a process by which the community can become self-actualized.

In his work, The Power of Community Education, Totten (1970), described community education as a concept having the power to:

1. Develop a philosophy of education that will have maximum potential to fulfill human needs.

2. Put democratic principles to work in meeting human and community needs.

3. Call forth the creative productivity of human beings.

4. Foster social self-realization.

5. Establish realistic values in education.

6. Relate the efforts of the home, the school, and the community in the development of each individual.

7. Establish a unity of purpose on the part of people in the community.

In a national study of community education goals, DeLargy (1974), found that the following outcomes (not all of them are listed here) were expected to occur in those communities where community education was being appropriately implemented:

1. Maximum use would be made of community resources for the purpose of providing a comprehensive educational program for the entire community.

2. Coordination and cooperation would be established among individuals, groups, and organizations to avoid unnecessary duplication.

3. A program or process would be operating for identifying existing and future individual and community needs.

4. Citizens would be encouraged to become involved and to participate in the affairs of the public school and the community.

5. Alternative activities would be provided and promoted to combat vandalism, juvenile delinquency, crime and other school-community problems.

6. Social interaction and improved human relationships would be promoted among people with differing backgrounds.

7. Alternative and supplementary educational opportunities would be offered for children, youths and adults to extend their skills and interests.

8. Employment and vocational opportunities would be provided or developed to meet the individual's and the community's employment needs.

9. Assistance would be given to residents in securing needed social services from appropriate agencies.

10. Provision would be made for utilizing community resources to meet the recreational and leisure time needs of the community residents.

11. Activities would be provided related to the promotion of the sciences, the arts and humanities, and the general cultural-aesthetic tone of the community.

Upon examining the career education objectives stated above, it must be presumed that community education, as an all-inclusive, human concept, cannot deny these objectives. To do so would be to disavow a part of human development itself. When considering that career education is attempting to have <u>all</u> learners: (1) become competent in the basic skills; (2) develop an appreciation for the values of a work-oriented society; (3) assimilate positive work values into their lives; and (4) acquire and use their work skills as contributing,

productive workers, community education can do little else but accept these objectives as being in harmony with its own human mission.

As concepts, then, career education and community education are compatible. The accomplishments of each can be beneficial to the development and fulfillment of all people in the community. Thus, it is expected that this marshalling of community efforts and resources might not only enhance the quality of learning, working and living in the community, but also, the overall betterment of the community itself.

Now that the objectives of both concepts have been considered, it is time to deal with the reciprocal benefits associated with career education and community education. More specifically, what can career education do for community education? And what can community education do for career education? The next section deals with both of these questions.

V. CAREER EDUCATION AND COMMUNITY EDUCATION: SOME RECIPROCAL BENEFITS

A. What Career Education Can Do For Community Education.

1. Use Community Resources to Enrich the Quality, Breadth, and Practicality of the School Curriculum.

The one matter that curriculum specialists agree on is the need for continuous curriculum development in the schools. Since society is constantly changing, the curriculum, if it is to be life-related and responsive to community needs, must also change. Further, if the developmental needs of learners are to be met, it is essential that schools offer relevant, reality-based experiences that complement both the students' needs and those of society.

Career education in the schools is basically a curriculum reform effort. The concept's proponents are reacting to educational conditions similar to those that Franklin and Dewey talked about. Historically, there has been a gap between the offerings of the school and the needs of the learners who live in a work-oriented society. Even today, one finds that in many communities there is little or no adaptation of the curricula to local community needs (French, 1967). The same college-preparatory curriculum can be found in rural schools as the one found in suburban high schools. In such cases, the educational needs of students in rural schools are presumed to be the same as those of suburban high school students.

Career education, however, depends on the community and its resources to foster its goals. Its supporters not only believe in the importance of infusing career and community-related concepts into

the curriculum, but they also recognize that no curriculum can be meaningful or successful unless it springs from community life. Career education's emphasis on self-awareness, career awareness, career exploration, and career preparation calls for the utilization of the community as a "human laboratory" whereby students may experience, try-out, and react to their own initiated and self-determined career plans. Through this kind of partnership between career education and community education, the curriculum becomes real, increases in scope of offerings and has a deeper meaning for the learner experiencing it.

As a reform effort, then, career education can develop an appreciation for the important role the community plays in the total learning process. Through the utilization of community resources and experiences, career education will bolster its own credibility, and, perhaps, even lift the school from the depths of curricular stagnation to a state of dynamic curricular change.

2. Use Career Education Experiences to Foster Student Appreciation, Participation, and Concern for Their Community.

Career Education can be a "building bridge" between the school and the community. By relying on community resources to facilitate the curricular infusion process, career-related concepts assume a personal significance on the part of the learner. Work-related community settings are identified in which the students can "test" their tentative career decisions in the real arena of life, the community.

Under this "building bridge" philosophy, the community comes into the classroom, and the classroom goes into the community. Through the involvement of people, agencies, institutions and the business-industry-labor sectors, students begin to feel that their community really

cares about them as persons, and that it will do all that it can to help them fulfill their career aspirations and goals. This community concern for learners can help to foster an appreciation for the community and its problems, and can engender within the students themselves a feeling of pride because they live in that particular community.

By stressing the need for community-based learning, career education is directly "rejoining" students with their community in a kind of positive interaction that could set in motion a willingness on the part of the learner to become actively involved in the present and future affairs of the community. When this happens, community education's call for an "involved citizenry" is reassured.

3. Develop Career Decision-Making Skills Based on Freedom of Choice and Their Utility for Both the Student and the Community.

The complexity of American contemporary life has tended to produce a kind of decision-making anxiety for many of us living today. Decision-making anxiety can occur as a result of having to make a decision with little or no information; or it can occur as the result of an inability to choose because of having too much information. In the latter case, the individual is so overwhelmed with the mass of information that he or she becomes indecisive, thus intensifying his or her anxiety. Toffler (1970), in his book Future Shock, acknowledged this phenomenon when he stated: "We are victims of choice and overchoice."

Career education, through its emphasis on career development, gives major attention to the need for schools to help students develop

effective career decision-making skills. While recognizing the importance of these skills in the total process of life, career education promotes their development in an atmosphere that honors a long-held American principle, namely, the "freedom to choose." This is as it should be, since the "right to choose" is a part of our Democratic heritage. It is the one factor that distinguishes our type of government from that of a totalitarian state.

While students make many decisions in their everyday living, there are two decisions that face all of them: (1) What kind of education do they want? and (2) What kind of careers do they want to pursue? Throughout the process of career development, these are important questions for career education to address. Indeed, proponents of career education believe that students can, through a planned and long-term sequence of meaningful experiences, make decisions about their educational and career plans, about their choice of lifestyles, and about those matters which affect their personal-social lives as well.

By making it possible for students to develop career decision-making skills in a positive, developmental atmosphere, career education is respecting the student's "right to choose." It is assuring that, on this important matter of decision-making, all students must personally decide for themselves how each of them wants to engage in the activities of learning, working and living.

The skills learned from experiences with career decision-making also have implications for decision-making in other aspects of community life. Since one of the main objectives of community education is the

promotion of "participatory democracy," the skills learned from career decision-making can surely benefit the community which will eventually be the recipient of such skills. Career education is making it possible for these students to practice their decision-making skills both within and outside of the school. They are practicing decision-making skills in the true spirit of democracy, and are learning, through an array of appropriate and long-term experiences, how to make decisions for themselves and eventually for their own communities.

4. Use Meaningful Work to Facilitate One's Development as a Person and as a Contributing Member of the Community.

Career Education, as an effort, is a personalized approach to work. It emphasizes the importance of workers as people and people as workers. While career education stresses the value of work, it pays particular attention to the personal and psychological benefits of work both for the worker and the worker's community. It is through career education's emphasis on personal development that the value of work takes on real meaning for the worker. Career education can and should communicate this latter notion to the community. It is important for all residents of the community to understand work in the context of psychological benefits as well as economic. Unfortunately, there are many people who do not look at work in terms of its personal development value. They are unaware of the impact of work on the worker's emotional state, on the worker's inter-personal relationships, and on the worker's role as a community participant.

We live in a society that attaches much importance to one's "occupational tag." It carries such importance, in fact, that as soon as

a person reveals the kind of work he or she does, people are quick to presume the kind of house and neighborhood the person lives in, the level of schooling he or she has attained, the probable income that is received, the kind of leisure activities the person engaged in, and even the degree of "social influence" the person wields in the community. O'Toole (1977) tells us that "work is so much a part of our mentality that we are often unaware that when we talk about other situations, such as education, we often do so in the context of work." Further, Menninger (1964), has described work as "an essential activity of the mentally healthy and mature person," and that "for many people, work is not only a way of life but a mission in life."

Career education's emphasis on the value of work may be setting a climate that may eventually have a beneficial effect on some of the other chronic social problems that plague us: drug addiction, alcoholism, family instability, withdrawal from school (and sometimes from society itself), and other social ills. While career education is not a panacea for solving these problems - nor should it ever be presented as such - the positive developmental activities which characterize career education's humanistic emphasis should, at least, help to alleviate some of these social problems. As an effort, then, career education is committed toward helping individuals understand who they are as persons, what they can accomplish as workers, and how they can use these understandings and accomplishments as a means of contributing not only to their own personal development and welfare, but to the welfare of the community as well.

B. What Community Education Can Do for Career Education.

1. Enlist All Elements of the Community - Individuals, Groups, Parents, Churches, Labor Unions, Industries, Businesses, Schools, Agencies, Service Clubs, etc. - as Advocates in the National Promotion of Career Education.

The theme of this monograph is that career education is a community effort. It is not a movement isolated from people; it is a movement for the development of people. The overall goal of career education, as Hoyt (1977) states it, "is to refocus American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living." This is a humanistic goal that all advocates of community education can accept. It certainly fits the self-actualization scheme referred to earlier by Maslow and Murray (1954). It is a goal which, if accomplished even in part, will help to improve the community and the quality of life of its residents. When individuals have the opportunity of utilizing their talents, skills and attitudes in work activities that are meaningful and of value to them, the community can only benefit from this situation.

It is appropriate, then, for community education to mobilize all of its resources in an advocacy role that promotes the concept of career education in every community of the nation. This should be a total advocacy effort that includes: individuals, groups, parents, schools, churches, labor unions, businesses, industries, agencies, neighborhood councils, boards, governmental units, associations, organizations, service clubs, and the media. No person, agency, or institution

that truly accepts the philosophy of career education should be excluded from this advocacy network. Career education should and can make a positive difference. As advocates for career education, communities - with all of their resources and linkage possibilities - can help to make it happen.

2. Use Community Education Surveys and Other Community Assessment Approaches to Determine Community Attitudes Toward Career Education.

The ultimate goal of community education is to help communities develop a sense of community. Community education's supporters are convinced that community participation in the identification and solution of all of the problems which affect their lives is the only way to develop this sense of community. An important first step to solving any community problem is to survey the community to determine what those problems might be. It is an information-gathering approach that not only identifies the needs, issues, concerns, and priorities of a community, but also the resources - human, physical and financial - which could be utilized to meet the identified needs. Indeed, a well-organized community survey which is conducted by a community council with community-wide representation can get at the "pulse of the community."

The community survey can be utilized for career education purposes as well. It can be used to tap the attitudes of grass roots neighborhoods concerning their feelings about career education, as well as their hopes and aspirations concerning the movement itself. Some other questions might be: What perceptions do they hold about career education? What education-work linkages presently exist? What attitudes do they have toward work? How do they view the need for career awareness, career

exploration, and career preparation? What resources and talents are presently available to facilitate career education's goals? These and many other questions can be used to initiate a strategy for change along career education lines. While community education surveys deal with numerous community problems - health, transportation, employment, safety, housing, etc. - work, as a theme, is one of the major concerns. Involving career education in a community education survey of grass roots neighborhoods is an effective way to keep career education in the forefront of community thinking, and to identify those community resources that can help deliver career education's goals.

3. Utilize the National Network of Community Education Centers for Linkage, Advocacy and Resource Purposes.

Nationally, the Mott Foundation of Flint, Michigan, has played a key role in the community school movement and community education movement since 1935. Through the Foundation's Centers for Community Education - approximately 95 of them located strategically throughout the United States - the spirit of community is being promoted in nearly 1500 communities. These Centers operate under the philosophy that community education can make a difference; that people can make decisions for themselves and their communities; that resources can be shared; and that people can guide the community on a course of action that not only enriches the quality of life in the community, but enhances the community's overall esprit de corps.

The Mott Foundation Community Education Centers are a "natural" for linkage with career education. Through their extensive work with communities they have been able to identify a number of community strategies and approaches that could help the career education movement.

For career education to attempt to duplicate what these Centers are already doing in terms of services would be wasteful indeed. These Centers work with schools, churches, parents, teachers, administrators, community recreation and park divisions, employment agencies, colleges and universities, neighborhood groups, labor-business-industrial groups, community and city planners, senior citizens' agencies and numerous other human service agencies and units. They also act collectively as a national dissemination network for information on various aspects of community education. Obviously, the national network of community education centers can facilitate the efforts of career education. It is a linkage worth developing not only for partnership purposes but for reasons of advocacy and resources utilization as well.

4. Identify Community Facilities and Resources That Could Be Used for Career Education Purposes.

One of the problems that is likely to arise in the career education movement is related to the availability, use and sharing of facilities for all people who want and need career education. Since career education is more than a school-based effort, it is bound to involve more people than the school can physically house. Yet the benefits of career education should not be denied to any member of the community because the school "lacks the facilities." When someone gives this as the reason for not involving out-of-school groups in career education, it indicates the narrow perception that the person has about what career education really is.

Career education is a community-wide effort. As such, all of the available resources in the community should be used to foster career

education's intended goals. If the community is accepted as a classroom, then it follows that those learning outcomes and experiences that are related to career education can be acquired in the community as well as in the school. Community education has long supported this notion, and indeed practices it. Career education will obviously require a unified effort on the part of the community to accomplish its goals. In doing this, there is no reason why other facilities in the community cannot be used. As the author sees it, career education experiences can take place in the church hall, in the fire hall, in the community center, in the YMCA, in the YWCA, and in any buildings that the business-industrial community might wish to make available. Again, to say that all career education experiences have to take place in the school is a narrow perception of career education. Further, as the business-labor-industry sectors become more involved in career education, it is likely that the work setting itself will become the real learning laboratory.

It is essential, then, for career education proponents to work with personnel in community education to address the facilities problem. In many cases the facilities problem is more a lack of information than a lack of buildings. Through the utilization of community education's survey approaches, career education proponents might find that there are many facilities and resources in the community that could be used and shared to promote career education activities. As a community effort, career education has a legitimate right to use community facilities to accomplish its ends. Community education, with its extensive experience in the area of facilities utilization, can help career education in this endeavor.

VI. DEVELOPING A DELIVERY SYSTEM BETWEEN CAREER EDUCATION AND COMMUNITY EDUCATION

A. The Need for Inter-Agency Collaboration. Earlier it was stated that career education and community education are complementary concepts which have their "humanistic roots" in the same "soil of life" that nurtures the growth and development of all people in the community. Philosophically speaking, then, both concepts are sound, compatible, mutually beneficial, and committed to the human development of people. Yet their impact will be less than effective if either of the concepts is promoted in a type of splinter movement of its own. Looking at this matter historically, this usually happens when proponents for social change consider a particular concept as being solely "their own thing." What is even more damaging to the concept's delivery is its institutionalization in a bureaucratic setting that is more inclined toward guarding its own turf than it is toward delivering the concept's human goals.

It will serve no useful purpose for career education and community education to become embroiled in institutional inertia that results from unhealthy rivalry, competition, and "territorial" disputes. This can only lead to the eventual demise of both concepts. What is needed to foster career education and community education is inter-agency collaboration. Indeed, it is collaboration, rather than cooperation and coordination, that describes more precisely the relationship that is needed between the two concepts. As Hoyt (1978) points out, "Collaboration is a process involving shared commitment, responsibility and authority between the formal system of education and various segments of the broader community..." The words "shared commitment, responsibility, and authority" are important here for they imply a trust level on the

part of the participants that is beyond reproach. Cooperation, on the other hand, does not deny commitment nor does it assure it either. It is a term that connotes, much too often, a kind of "picking and choosing" what a particular agency or institution wants to cooperate on or about. Coordination is even less acceptable in describing an effective collaborative linkage since it implies that one agency or institution can singularly arrange or regulate the services of all others. This often results in a "status type" of relationship which lessens the equality of partnership.

Supporters of community education have long recognized the need for inter-agency collaboration. Indeed, their writings are steeped with this notion. Career education proponents must likewise promote the idea of inter-agency collaboration since it makes little sense to duplicate services and resources that already exist in the community. It is important to emphasize that neither the school, acting alone, nor any other agency or institution can singularly deliver career education or community education. It is only in a collaborative linkage framework that schools, public and private agencies and institutions, governmental units, business-industry-labor sectors, and various organizations and groups will be able to effectively accomplish the missions of career education and community education. Finally, it is only in this collaborative linkage framework that human, physical, and financial resources will be utilized in the best interests of each concept, and thus eliminate the costly duplication of resources and services as well as the unnecessary depletion of human energies.

B. The Community Advisory Council: A Vehicle for Effective Linkage.

A premise of this monograph is that the noble goals of career education and community education belong to the entire community, and not just the school. They are goals that are so much a part of human development that their delivery depends on a comprehensive, broad-based strategy that is spearheaded by the total community rather than by the usually fragmented and restrictive "one-agency" approach.

Community education, as a movement, wholeheartedly endorses community advisory councils and other linkage networks. Indeed, it is committed toward involving people in the making of decisions which affect their lives. As Parson and Seay (1974) state it, "People, when given the essential facts and freedom to express their views, will make the best decisions in matters that affect their own welfare." They stress the importance of advisory councils in community education in these words:

> Advisory councils put the community into community education. They provide a grass-roots level of participation in the process that achieves a balance and a use of all institutional forces in the education of all people of a community (Parson and Seay, 1974).

Nance (1975), in addressing the values and beliefs that give focus to community advisory councils, presented them in this statement of assumptions:

> 1. People have the right to participate in decisions which affect their lives.
>
> 2. Participating democracy is the superior method of conducting community affairs.
>
> 3. People have the right to strive to create the environment which they desire.
>
> 4. People have the right to reject an externally imposed environment.

5. Maximizing human interaction in a community will increase the potential for human development.

6. Implicit within a process of interaction is an ever-widening concept of 'community.'

7. Motivation is created in people by association with their environment.

8. Community education works toward developing the ability of human beings to meet and deal with their environment.

After presenting the values and beliefs which serve as "operational" assumptions for community advisory councils, Nance (1975) presents the following specific objectives as being within the purview of such councils:

1. To discover and recognize problems, carry on study and planning, and make recommendations regarding the solution of those problems for consideration by the responsible authorities.

2. To provide a means through which civic groups or individual citizens can present plans and secure cooperation for the purpose of enriching community life.

3. To assist in the development of programs geared to the needs and wants of the community in utilizing the human, physical, and financial resources of the community in that programming.

4. To provide a means of communication, a channel, for disseminating information in providing interpretation of information to all civic organizations and individual residents of the community regarding community school projects.

5. To provide a 'sense of community' in support of projects necessitating full community support.

6. To stimulate member organizations and individuals on the community advisory council to conduct a periodic self-evaluation of its operation.

7. To operate programs that are of service to all civic organizations and residents which cannot be undertaken by any single organization or individual within the community.

8. To maintain relations with sources of assistance to local, state or national levels.

9. To provide a means of democratic action in meeting local needs through existing agencies, organizations and institutions.

10. To identify through the operation of the community advisory councils potential community leaders and to develop their qualities of leadership through community involvement.

It is obvious that a community council which is operating within the framework reported by Nance (1975) has major implications for career education. The message is clear: under no circumstances can career education "go it alone." Its success rests on community support and involvement. This is not to say, however, that career education proponents are unaware of the importance of community involvement. On the contrary, their continued call to involve the business-labor-industry sectors in career education initiatives cannot be ignored. Yet, it is only recently that this emphasis on community partnership has been given the serious attention it deserves.

Nationally, community education advisory councils are now in place, and functioning in a variety of ways and on a number of community problems. They serve as the community's forum for identifying needs, resources and strategies for improving the overall human "tone" of the community. It is time, then, for career education to use this vehicle toward its own ends. Community education advisory councils, at least in terms of membership, are nearly as "wide" as the communities they represent. Their representation includes: citizens, schools, churches, civic groups, businesses, labor organizations, industries, public and private agencies, public and private boards, mayors, city and borough councils, legislators and numerous others. Career education will find

that these councils consider the matter of work - and its effects on community life - to be one of their top priorities. Career education must establish a linkage with these councils. To move in this direction is not only prudent but efficacious. To ignore the benefits that can be derived for career education by such a linkage is to diminish the potential of career education itself, and even exacerbate those problems that tend to arise out of most fragmented approaches, namely, "waste, competition, frustration and confusion." (Parson and Seay, 1974)

C. Career Education and Community Education: Linkage Considerations Related to Funding.

It has been the author's experience that any time a "new" concept emerges with the word "education" attached to it, the first question that is asked is: "Where are we going to get the money to do it?" This question is usually asked by school personnel, but it has been asked by people in other work settings as well. The word "education" - when used with the terms "career" and "community" - implies that the source of revenue for supporting these two concepts lies within the U.S. Office of Education. It is ironic that even when such concepts with a community-wide flavor arise, their proponents still look to two places for financial support: the state department of education or the U.S. Office of Education.

Any person familiar with the funding scene today is well aware of the difficulties associated with trying to get grants from either the state department of education or the U.S. Office of Education. Indeed, basic education and higher education have felt the slash of the "appropriations sword" many times in recent years. These "education cuts" have led many observers to believe that there is no money to

support career education or community education. If one assumes that the total support for these concepts lies solely in state departments of education or in the U.S. Office of Education, then a case can be made for this argument. If, on the other hand, career education and community education are thought of as efforts in the best interests of the community as a whole, then the argument does not "hold water." The writer's inclination is toward the latter observation.

Throughout this monograph it has been stated that career education and community education are concepts that belong to all of the people in the community, and that no single agency or institution can make a claim on them. If this is accepted as a legitimate premise, then it follows that career education and community education transcend all segments of the human community and that their missions, if effectively accomplished, could have a positive impact on improving the quality of life within the community.

If the community, as a whole, is the recipient of such benefits, then the community "as a whole" should be expected to help pay for them. Therefore, community residents, groups, organizations, boards, public and private agencies, local governments, etc., should be willing to join with the school in the financing of both career and community education.

To give the latter notion some meaning, let us consider these observations by O'Toole (1977). In synthesizing the findings of other researchers, O'Toole painstakingly attempted to illustrate the significance of work in this country. Besides references to the psychological benefits of work, he cited the negative effects that can occur as a result of long-term unemployment, namely: (1) the deterioration of attitudes toward one's family and toward one's own community;

(2) the receipt of poor school grades on the part of the unemployed worker's children; (3) the deterioration of the worker's physical and mental health; (4) the deterioration of family relationships and family stability; and (5) the loss of feelings of self-worth and self-esteem on the part of the worker. If the lack of work can have such devastating effects on the families of unemployed workers, then the community will eventually feel the damaging results of chronic unemployment through such actions as citizen withdrawal, social alienation, loss of self-pride, and the total loss of confidence in the community and all it stands for.

Work, then, is a concern of the entire community. While the school has a significant role to play in the development of career awareness, career exploration, and career preparation skills, it is only one institution among many that has a stake in career education. Thus, it can be stated that if work or the lack of work has such a powerful impact on the community, then all of the community - not just the school - should share in providing financial support to foster career education's work-oriented goals. This kind of thinking is different from what we were used to in the past; more specifically - placing the entire price tag for anything described as "education" in the hands of personnel in state departments of education or the U.S. Office of Education. However, as the author stated before (Ciavarella, 1977), community problems must be addressed by the entire community, not just the school.

It is the author's contention that career education - as in the case of community education - can utilize a number of pieces of legislation to support its efforts. A short time ago, the author made this same observation with respect to the funding needs of community education (Ciavarella, 1977). It is possible, for instance, that after having made a thorough analysis of the funding categories within various Federal Acts, some

additional financial sources might be found to help support some aspects of career education. It is conceivable, for example - just as the author discovered for community education - that funds for some components of career education might be found within a broad range of Federal Acts. Specifically,

(1) Juvenile Delinquency and Youth Offenses Control Act;

(2) Omnibus Crime Control and Safe Streets Act;

(3) Older Americans Act;

(4) Comprehensive Employment and Training Act;

(5) Housing and Urban Development Act;

(6) Vocational Education Act;

(7) Adult Education Act;

(8) Mental Health Services and Community Assistance Act;

(9) Women's Special Assistance Act;

(10) Elementary and Secondary Education Act;

(11) Law Enforcement Assistance Act; and the

(12) Social Security Act.

In addition to the above, a thorough search should be made to identify other available financial sources, especially foundations and service organizations, as well as private and group contributors. Again, the rationale for this broad-based search for career education and community education funds is that each concept has objectives which, if accomplished, will advance the quality of life in the community. While it is a rationale that calls for philosophical support, it is also one that calls for financial support. It is in the sharing of the burdens associated with the delivery of career education and community education that true linkage takes place. And it is within the cost arena, so often, that the true meaning of partnership is given its real test.

VII. SUMMARY AND CONCLUDING THOUGHTS

The purpose of this monograph was to explore the relationship that exists between career education and community education. Each concept was considered in the context of past approaches to educational reform; and each was addressed in terms of philosophical and definitional considerations. Further, goal expectations of both career education and community education were considered, and mention was made of their compatibility. Special attention was given to what each concept could do for the other and the importance of collaborative linkages. Having considered the concepts in the ways just mentioned, the author would like to share the following observations concerning career education and community education.

1. Career education is a community-wide "effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living." (Hoyt, 1978)

2. Community education is a concept that serves the educational needs of the entire community. It utilizes the school as a catalyst for bringing together the community's resources in an effort to develop a positive sense of community, improve community living and develop the community process toward the end of self-actualization (Minzey and LeTarte, 1972).

3. Career education and community education are compatible concepts which recognize that a human being is more precious than material goods or technology systems and that not one of them should be wasted by society.

4. Career education and community education are concepts which express a deep abiding faith in people, and with hope and compassion for them, respect their ability to manage their lives as workers and citizens who can make decisions about their own goals and those of the community as well.

5. Career education and community education are collaborative community efforts whose linkage is based on equal partnership, a sincere trust, and a commitment to helping people.

6. Career education and community education are community betterment strategies and, as such, have the right to use all of the community's resources toward that end.

7. Career education and community education consider meaningful work as having the potential for self-actualization with personal growth benefits to oneself and to the community in which he or she lives.

8. Career education is a community effort which does not happen in a vacuum nor in isolation from its community.

9. Career education and community education embrace the practicality of Benjamin Franklin, the social-civic-usefulness ideas of John Dewey, and the philosophy that human energy can be used to improve the quality of life in the community.

10. Career education and community education emphasize the dignity of work - paid or unpaid - and the dignity of those who engage in it.

11. Career education and community education stress the development of people above all other goals in society.

12. Career education must be accessible to all people in the community, and community education must be ready to promote career education as a legitimate lifetime activity for all the people who want and need it.

13. Career education, through its infusion approaches, and community education, through its marshalling of resources, can both facilitate the integration of learning and work in a relationship that not only benefits the individual but the community as well.

14. Career education and community education recognize the importance of meaningful work as a significant contributor to positive mental health.

15. Career education and community education have faith in the ability of people to choose for themselves, and in the ability to develop decision-making skills that lead to those choices.

16. Career education and community education are concepts that can demonstrate how community resources could be used, in a collaborative effort, to avoid the costly duplication and waste of facilities and finances and, above all, human energies.

17. Career education can:

(a) use community resources to enrich the breadth and quality of the school curriculum;

(b) use career education experiences to foster student appreciation for, a willingness to participate in, and a concern for the affairs of the community;

(c) develop career decision-making skills that are based on "freedom of choice," as well as foster the self-actualization needs of the person and his or her community; and

(d) use meaningful work to facilitate one's development as a person and as a contributing member of the community.

18. Community education can:

(a) enlist all elements of the community - individuals, groups, parents, churches, labor unions, industries, businesses, schools, agencies, service clubs, etc. - as advocates in the national promotion of career education.

(b) use community education surveys and other community assessment approaches to determine community-wide career education needs and attitudes toward career education;

(c) utilize the national network of community education centers for linkage, advocacy and resource purposes; and

(d) identify community facilities and resources that could be used for career education purposes.

In summary, career education began as an educational reform movement. It was, and is, part of a continuous challenge to the schools to integrate the academic world of the classroom with the career-related needs of all age groups within the community. In stressing the point that career education is a community effort and not just the school's, there is no intent whatsoever to lessen the important role of the school in this effort. The message of educational reform has been one of strengthening

the role of the school, not diminishing it. However, the schools have been out-of-touch with this role in the past because they have been unresponsive to the needs of the communities which established them. In many cases, the schools have forgotten that their "reason for being" is one of service to the community, not isolation from it.

It is important for schools to recognize that the community is a classroom. It does not retard classroom learning; on the contrary, it enhances it. Since career education is a concept designed to benefit the total community, it cannot be isolated from its community. Thus, the school cannot expect to effect career education's goals solely within the walls of the school. This will only retard the concept's potential, not advance it. Instead, the school must play a catalytic role in blending the learning experiences of the school with needed community-based career education experiences. When this is done, the community will not only facilitate career education's community efforts but, hopefully, classroom learning efforts and experiences as well.

The school is the most public institution we have. Therefore it must respond to the public's needs - and career education is one of the community's most important needs. It is essential for the school to abandon its insular role for one of out-reach and concern for all the people in the community whether they attend school or not. This sense of humanity on the part of schools will go far in addressing the needs of those members of society who own the schools, namely, community residents.

Perhaps the school of tomorrow is reflected best in a quotation by former President Lyndon B. Johnson, and the author would like to end this monograph with that quotation:

> Tomorrow's school will be a school without walls - a school built of doors which open to the entire community. Tomorrow's school will reach out to places that enrich the human spirit; to the museums, to the theaters, to the art galleries, to the parks and rivers, and mountains...Tomorrow's school will be the center of community life for grownups as well as children, as shopping centers for human services. It might have a community health clinic or public library, a theater and recreation facilities for all citizens - and it will not close its doors anymore at 3 o'clock. It will employ its buildings around the clock, its teachers around the year. We just cannot afford to have an $85 billion plant in this country open less than 30 percent of the time." (President Lyndon B. Johnson, 1966)

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